

Summary of Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 8: Impacts of Interventions for Subgroups of Struggling Readers ⁱ

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum^{iv}</i>				
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	<ul style="list-style-type: none"> – Black or African American – Hispanic or Latino – Female – Male – Special Education/IEP – Free and Reduced Lunch 	No for all subgroups	6
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program^v</i>				
Illinois Standard Achievement Test (State)	Vocabulary, Reading Strategies, Comprehension, and Literature	<ul style="list-style-type: none"> – Black or African American – Hispanic or Latino – Female – Male – Special Education/IEP – Free and Reduced Lunch 	No for all subgroups	6
Danville School District, KY				
<i>Learning Strategies Curriculum</i>				
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	None	Not Applicable	Not Applicable
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	None	Not Applicable	Not Applicable

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
Memphis City Schools, TN				
<i>Read 180 Enterprise Edition</i>				
Iowa Test of Basic Skills (External test publisher)	Total Reading	<ul style="list-style-type: none"> Grade 6 2006-2007 school year Grade 6 2007-2008 school year Grades 7-8, 2-years of intervention 	No for all subgroups	6–8
Tennessee Comprehensive Assessment Program (State)	Reading and Language Arts	<ul style="list-style-type: none"> Grade 6 grade 2006-2007 school year Grade 6 2007-2008 school year Grades 7-8, 2-years of intervention 	No for all subgroups	6–8
Newark Public Schools, NJ				
<i>Read 180 Enterprise Edition</i>				
Stanford Achievement Test (External test publisher)	Language Arts	<p>Grades 6–8 (1 yr exposure)</p> <ul style="list-style-type: none"> Female Male Black or African American Hispanic or Latino Special Education/IEP <p>Grade 6 only (1 yr exposure)</p> <ul style="list-style-type: none"> Female Male Black or African American Hispanic or Latino Special Education/IEP <p>Grade 7 only (2 yrs exposure)</p> <ul style="list-style-type: none"> Female Male Black or African American Hispanic or Latino Special Education/IEP <p>Grade 8 only (2 yrs exposure)</p> <ul style="list-style-type: none"> Female Male Black or African American Hispanic or Latino Special Education/IEP 	<p>Grades 6–8 (1 yr)</p> <ul style="list-style-type: none"> Yes, positive impact No No No No <p>Grade 6 only (1 yr)</p> <ul style="list-style-type: none"> No No No No No <p>Grade 7 only (2 yrs)</p> <ul style="list-style-type: none"> No No No No No <p>Grade 8 only (2 yrs)</p> <ul style="list-style-type: none"> No No No Yes, positive impact No 	

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
		Grades 7-8 (2 yrs exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP 	Grades 7-8 (2 yrs) <ul style="list-style-type: none"> – No – No – No – No – No 	
Stanford Achievement Test (External test publisher)	Comprehension	Grades 6–8 (1 yr exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP Grade 6 only (1 yr exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP Grade 7 only (2 yrs exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP Grade 8 only (2 yrs exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP Grades 7-8 (2 yrs exposure) <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP 	Grades 6–8 (1 yr) <ul style="list-style-type: none"> – No – No – No – No – No Grade 6 only (1 yr) <ul style="list-style-type: none"> – No – No – No – No – No Grade 7 only (2 yrs) <ul style="list-style-type: none"> – No – No – No – No – Yes, positive impact Grade 8 only (2 yrs) <ul style="list-style-type: none"> – No – No – No – No – No Grades 7-8 (2 yrs) <ul style="list-style-type: none"> – No – No – No – No – Yes, positive impact 	6–8

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
Stanford Achievement Test (External test publisher)	Vocabulary	<p>Grades 6–8 (1 yr exposure)</p> <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP <p>Grade 6 only (1 yr exposure)</p> <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP <p>Grade 7 only (2 yrs exposure)</p> <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP <p>Grade 8 only (2 yrs exposure)</p> <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP <p>Grades 7-8 (2 yrs exposure)</p> <ul style="list-style-type: none"> – Female – Male – Black or African American – Hispanic or Latino – Special Education/IEP 	<p>Grades 6–8 (1 yr)</p> <ul style="list-style-type: none"> – No – No – No – No – Yes, positive impact <p>Grade 6 only (1 yr)</p> <ul style="list-style-type: none"> – No – No – No – No – No <p>Grade 7 only (2 yrs)</p> <ul style="list-style-type: none"> – No – Yes, positive impact – No – No – No <p>Grade 8 only (2 yrs)</p> <ul style="list-style-type: none"> – Yes, negative impact – No – No – No – No <p>Grades 7-8 (2 yrs)</p> <ul style="list-style-type: none"> – No – Yes, positive impact – No – No – No 	6–8

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
Ohio Department of Youth Services (students in juvenile correction facilities)				
<i>Read 180 Enterprise Edition</i>				
Scholastic Reading Inventory Assessment (Scholastic, developer of Read-180)	Reading Comprehension	None	Not Applicable	Not Applicable
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	None	Not Applicable	Not Applicable
Group Reading Assessment Diagnostic Evaluation (External test publisher)	Vocabulary, Comprehension, Oral Language	None	Not Applicable	Not Applicable
Oregon State Assessment Test (State)	Reading and Literature	None	Not Applicable	Not Applicable
Oregon State Assessment Test (State)	Reading and Literature	None	Not Applicable	Not Applicable
San Diego Unified School District, CA o				
<i>Strategies for Literacy Independence across the Curriculum</i>				
California Standards Test (State)	English Language Arts	– English Language Learners	No	7–8
California Standards Test (State)	English Language Arts	– English Language Learners	No	9–10
Degrees of Reading Power (External test publisher)	Reading Comprehension	– English Language Learners	No	7–8

Reading Test (Source)	Areas Covered by Test	Subgroups of Students Analyzed Separately ⁱⁱ	Is Impact on Reading Test Scores Different than Zero (statistically significant)? ⁱⁱⁱ	Grade Level in Impact Analysis
Degrees of Reading Power (External test publisher)	Reading Comprehension	– English Language Learners	No	9–10
Springfield and Chicopee Public Schools, MA				
<i>Read 180 Enterprise Edition</i>				
Stanford Diagnostic Reading Test, 4 th Edition (External publisher)	Reading Comprehension	None	Not Applicable	Not Applicable
<i>Xtreme Reading Strategic Instruction Model</i>				
Stanford Diagnostic Reading Test, 4 th Edition (External publisher)	Reading Comprehension	None	Not Applicable	Not Applicable
Source: Striving Readers Year 2 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

ⁱ Impact estimates for one year of intervention services for students new to the intervention in the 2006-07 or 2007-08 school year, except in San Diego, where impact estimates are for one year of intervention services for students new to the intervention in the 2007-08 school year. Subgroup analyses are listed only if they preserve the original randomized study design.

ⁱⁱ When impacts are estimated for multiple reading outcomes in an evaluation, it is possible that some of the estimated impacts will be statistically significant due to chance alone, even if there is no true effect of the intervention.

ⁱⁱⁱ Statistical significance is measured at 95% confidence level, which is a conventional standard set for social science research.

^{iv} Impact estimate for Chicago's Striving Readers English Language Arts Curriculum is for students reading below grade level (Tiers 2 and 3).

^v Impact estimate for Chicago Striving Readers Language Arts Curriculum and After School Program (Achieving Maximum Potential) is offered is for 6th grade students reading more than one year below grade level (Tier 3).